

AN EVALUATION OF THE EDUCATIONAL MEDIA PROGRAMS
IN SEVENTH-DAY ADVENTIST ACADEMIES

by

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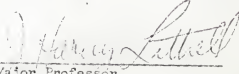
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THE PROBLEM

In all ages there has been a great need to keep up in all areas of the educational program. To do this a constant evaluation of the program has been necessary. The purpose of this study was to evaluate the current status of the educational media programs of the Seventh-day Adventist academies in the United States and to recommend areas for improvement.

Importance of the Study. The study was conducted to see how the academies rate in their educational media programs when evaluated by a standard checklist. The evaluation was built around six major aspects of educational media programs as stressed in Fulton's study: (1) School System Educational Media Services, (2) Educational Media Services for Curriculum and Instruction, (3) The Educational Media Center, (4) Physical Facilities for Educational Media, (5) Budget and Finance of the Educational Media Program, and (6) Educational Media Staff.¹

Though funds are limited, the Seventh-day Adventist academies must keep pace with changing times. The findings of this study should provide a basis for actions which could be taken at Conference, Union, and General Conference levels to improve the educational media programs of Seventh-day Adventist academies.

The use of the checklist by each school administrator should have made him aware of the educational media program in his own school. The purpose of this study will have been met if one student receives better instruction as a result of this evaluation.

¹William R. Fulton. "Self-Evaluative Checklist and Criteria for Evaluating Educational Media Programs." Unpublished research report, University of Oklahoma, 1966.

DEFINITION OF TERMS

Educational media refers to all instructional materials and equipment necessary for teaching and learning, excluding books.

Educational media services includes the total efforts to help teachers and students use available educational media.

Educational media program refers to all efforts of a school system to provide educational media and services.

Educational media director refers to the administrator of the educational media program for the entire school system.

Educational media coordinator refers to the supervisor of educational media programs in a secondary school.

Professional educational media staff refers to all certified school personnel who have special preparation for media work and who are engaged in media activities.

Clerical media staff refers to personnel such as filing clerks and secretaries who work full-time in educational media services.

Technical media staff includes repairmen, technicians, photographers, and materials processors who work full-time in educational media services.

Academies refers to the boarding and day high schools in the United States which are owned and operated by the Seventh-day Adventist Church.

General Conference of Seventh-day Adventist refers to the highest authority of the Seventh-day Adventist Church.

Union Conference refers to the third highest authority under the General Conference.

State Conference refers to the next division of authority under the Union Conference.

Evaluation refers to making judgments based on established criteria.

Self-evaluation refers to administrators evaluating their own school by established criteria.

GENERAL RESEARCH PROCEDURES

The procedure for studying the problem involved two major steps: (1) evaluating the current status and functions of the educational media programs in the academies of the Seventh-day Adventist Church and (2) formulating recommendations for the improvement of the educational media programs of the Seventh-day Adventist academies which appeared to be weak in relation to established standards.

Fulton's Evaluative Checklist was used to collect data from the academies.¹ The data were collected during the 1966-67 school year.

¹Ibid.

REVIEW OF SELECTED STUDIES

This study was for the purpose of evaluating the educational media programs of the academies of the Seventh-day Adventist Church in the United States. A review of the literature was made to determine if such a study had been made previously and if not, to find an instrument which could be used to evaluate the educational media programs of the academies. In reviewing the literature, no studies were found which evaluated the educational media programs of the academies.

The studies by Gum and Molstad were studies on educational media but they were concerned primarily with individuals, individual programs, or equipment evaluations.¹

Though Faris' study was concerned primarily with media equipment evaluation, he did indicate that there were three areas to the evaluation of educational media: personnel, equipment, and materials.²

Schuller indicated that equipment, and materials are insufficient of themselves to bring about better instruction. Equipment and materials are essential, but unless steps are taken by teachers and administrators to see that these tools are used and used effectively, the results may be of little value.³

¹Ben Gum. "How to Evaluate Your AV Program," Educational Screen and Audio-Visual Guide, (May, 1961), 227-229; John Molstad. "Developing Your Audio-Visual Program." American School Board Journal, (September, 1957), 78, 80, 82.

²Gene Faris, "Tentative Guidelines for Audiovisual Personnel and Equipment," Audiovisual Instruction, (March, 1965), 201-204.

³Charles F. Schuller, "Improve Your Instructional Program," Nation's Schools, (February, 1959), 70-72.

The Criteria Relating to Educational Media Programs in School Systems and the Evaluative Checklist developed by Fulton were found to be the latest and most complete criteria about educational media programs.¹

Teague used the Criteria and Evaluative Checklist developed by Fulton in his evaluation of the Educational Media Programs of Oklahoma Public Schools. He found in general that the larger the school or system the better the educational media program.²

METHODS FOR COLLECTING, ANALYZING, AND EVALUATING THE DATA

The data needed in the solution of the problem of this study were collected from the 77 academies in the United States that are owned and operated by the Seventh-day Adventist Church. The Evaluative Checklist was based on Criteria Relating to Educational Media Programs in School Systems, which was developed by Fulton under a research grant from the United States Office of Education, Department of Health, Education and Welfare, under the provisions of Title VII, Public Law 85-864. The Criteria and Evaluative Checklist appear in Appendices A and B. The following is a sample item from Fulton's Evaluative Checklist:

Dissemination of Media Information

- 1 2 3 Information concerning educational media is seldom disseminated to prospective users, but there are no definite plans or channels for such dissemination.
- 4 5 6 Information concerning educational media is disseminated to teachers and staff members on an occasional basis or when requested.

¹Fulton, *Loc. Cit.*

²Fred Arlo Teague, "An Evaluation of Educational Media Programs in Oklahoma Public Schools." Unpublished Doctor's Dissertation, University of Oklahoma.

7 8 2 Information concerning all educational media and programs is frequently disseminated to teachers and staff members as a matter of policy.¹

The Evaluative Checklist was sent to each academy, where a school administrator or teacher passed judgment on his own school in regard to the twenty-two items of the checklist. Each Evaluative Checklist item is stated at three different possible levels of operation and each level judged at three values. Therefore, each item could be rated with a point value of from one to nine. A rating of one to three would indicate a judgment of below average on the item, four to six average, and seven to nine above average.

The Evaluative Checklist along with a letter was sent to the 77 academies. The checklist was completed and returned by 54, or 70 per cent, of the academies. Forty-eight, or 62 per cent, were completed correctly and 6, or 8 per cent, incorrectly. The letter explained to the administrators' of the academies that the Evaluative Checklist was being used to gather information for a Master's Report and that their cooperation would be appreciated.

Data from returned Evaluative Checklists were used to evaluate the strengths and weaknesses of the academies. A value was placed on each item of the media program checklist for each school. The academies were considered below average on an item if a larger per cent were judged below average than either average or above average. The academies were considered average on an item if a larger per cent of the academies were judged to be average than below average or above average. The academies were considered above average on an item if a larger per cent of the academies were judged to be above average than either average or below average.

¹Fulton, op. Cit., p. 5.

Evaluations were made for each of the 22 program items of the checklist and these 22 items were organized under the six major sections of the Evaluative Checklist.

Data obtained for this study were used as a basis for the formulation of recommendations for improving educational media programs in the academies.

ANALYSIS AND EVALUATION OF SCHOOL SYSTEM

EDUCATIONAL MEDIA SERVICES

The evaluation of the academies on each of the five items was obtained from responses to Section I of the Evaluative Checklist. The per cent of academies judged by checklist respondents as being at each of the three levels of media program criteria are shown in Table I.

Item I-A: Commitment to the Media Program

Item I-A of the Evaluative Checklist concerns the commitment of the administration and faculty to the task of providing a school system educational media program and is designed to help a respondent judge the extent to which his school meets the criteria. Table I shows the per cents of the academies which were judged by respondents as being in the below average, average, or above average ranges of the media program criteria.

From data in Table I, it can be determined that 61 per cent of the academies were judged to be in the below average range of the media program criteria, 35 per cent in the average range, and 4 per cent in the above average range of the media program criteria. The data indicate that administrators and faculty generally rated below average in their commitment to the provision of school system educational media programs.

TABLE I

PER CENT OF SCHOOLS WHICH WERE IN THE BELOW AVERAGE, AVERAGE, AND ABOVE AVERAGE RANGES OF MEDIA PROGRAM CRITERIA ON PROGRAM ITEMS INCLUDED WITHIN THE ASPECT OF SCHOOL SYSTEM MEDIA SERVICES

MEDIA PROGRAM ELEMENT	Per Cent of Schools in Each Range of Media Program Criteria		
	Below Average	Average	Above Average
I-A Commitment to the Media Program	61	35	4
I-B Commitment to Educational Media as Integral Parts of Instruction	19	65	16
I-C Commitment to Providing Educational Media Facilities	39	37	24
I-D Commitment to Financing the Educational Program	43	43	14
I-E Commitment to Staffing the Educational Media Program	50	50	0

Source: Evaluative Checklist, Section I.

Item I-B: Commitment to Educational Media as Integral Parts of Instruction

Item I-B was concerned with the commitment of the Administration and faculty to provide educational media equipment and services in order that media be used as an integral part of instruction.

In Table I, data for Item I-B indicate that the responses of 19 per cent of the schools fell in the below average range of the media program criteria, 65 per cent in the average range, and 16 per cent in the above average range.

The data indicate that the academies were generally average in their commitment of the administration and faculty to provide educational media equipment and services in order that media be used as an integral part of instruction.

Item I-C: Commitment to Providing Educational Media Facilities

Item I-C was concerned with the commitment of the administration and faculty to provide facilities needed for the use of educational media in the classrooms. Table I, Item I-C indicates that the responses of 39 per cent of the schools fell in the below average range of the media program criteria, 37 per cent of the schools fell in the average range, and 24 per cent in the above average range.

The data indicate that the academies were generally below average in their commitment to providing educational media facilities.

Item I-D: Commitment to Financing the Educational Media Program

Item I-D was concerned with the commitment of the administration and faculty to financing the educational media program. The data indicate that 43 per cent of the academies fell in the below average range of the media program criteria, 43 per cent in the average range, and 14 per cent in the above average range.

The data indicate that the academies were generally average in their commitment to financing the educational media program.

Item I-E: Commitment to Staffing the Educational Media Program

Item I-E was concerned with the commitment of the administration and faculty to staffing the educational media program. The data of Item I-E of the evaluative checklist recorded in Table I indicate that 50 per cent of the academies fell in the below average range of the media program criteria, 50 per cent in the average, and none in the above average range.

The data indicate that the academies were generally average in their commitment to staffing the educational media program.

EVALUATION OF EDUCATIONAL MEDIA SERVICES
FOR CURRICULUM AND INSTRUCTION

An evaluation of four educational media program items concerning the relationships of educational media programs to the curriculum and instructional programs in the academies is presented here. The evaluation of the schools on each of the four program elements was derived from responses to Section II of the Evaluative Checklist and appear in Table II.

Item II-A: Consultative Services in Educational Media Utilization

Item II-A was concerned with the functions of professional educational media personnel as consultants to the teaching staff on utilization of educational media. The data for Item II-A, of Table II indicate that 65 per cent of the academies fell in the below average range of the media program criteria, 35 per cent in the average range, and none in the above average range.

The data indicate that the academies were generally below average in their commitment to consultative services in educational media utilization.

TABLE II

PER CENT OF SCHOOLS WHICH WERE IN THE BELOW AVERAGE, AVERAGE, AND ABOVE AVERAGE RANGES OF MEDIA PROGRAM CRITERIA ON PROGRAM ITEMS INCLUDED WITHIN THE ASPECT OF MEDIA SERVICES FOR CURRICULUM AND INSTRUCTION

MEDIA PROGRAM ELEMENT	Per Cent of Schools in Each Range of Media Program Criteria		
	Below Average	Average	Above Average
II-A Consultative Services in Educational Media Utilization	65	35	0
II-B Inservice Education in Educational Media Utilization	59	35	6
II-C Faculty-Student Use of Educational Media	19	67	14
II-D Involvement of the Media Staff in Planning	48	50	2

Source: Evaluative Checklist, Section II.

Item II-B: Inservice Education in Educational Media Utilization

Item II-B was concerned with the functions of educational media staff members in the inservice education of teachers in the utilization of educational media instruction. The data for Item II-B of Table II indicate that 59 per cent of the academies fell in the below average range of the media program criteria, 35 per cent in the average range, and 6 per cent in the above average range.

The data indicate that the academies were generally below average in their commitment to inservice education in educational media utilization.

Item II-C: Faculty-Student Use of Educational Media

Item II-C was concerned with the uses of educational media by teachers and students in teaching and learning. The data for Item II-C of Table II indicate that 19 per cent of the academies fell in the below average range of the media program criteria, 67 per cent in the average range, and 14 per cent in the above average range.

The data indicate that the academies were generally average in their commitment to Faculty-student use of educational media.

Item II-D: Involvement of the Media Staff in Planning

Item II-D was concerned with the tasks of professional educational media staff members in working with other curriculum workers and with teachers in planning for the use of educational media in instruction. The data for Item II-D of Table II indicate that 48 per cent of the academies fell in the below average range of the media program criteria, 50 per cent in the average, and 2 per cent in the above average range.

TABLE III

PER CENT OF SCHOOLS WHICH WERE IN THE BELOW AVERAGE, AVERAGE, AND ABOVE AVERAGE RANGES OF MEDIA PROGRAM CRITERIA ON PROGRAM ITEMS INCLUDED WITHIN THE ASPECT OF EDUCATIONAL MEDIA CENTER

MEDIA PROGRAM ELEMENT	Per Cent of Schools in Each Range of Media Program Criteria		
	Below Average	Average	Above Average
III-A Location and Accessibility of Educational Media	30	43	27
III-B Dissemination of Media Information	13	65	22
III-C Availability of Educational Media	35	50	15
III-D Storage and Retrieval of Media	57	43	0
III-E Maintenance of Media	48	41	11
III-F Production of Media	65	28	7

Source: Evaluative Checklist, Section III.

The data indicate that in general the academies were average in their commitment to involvement of the media staff in planning for the use of educational media in instruction.

EVALUATION OF EDUCATIONAL MEDIA CENTERS

An evaluation of six educational media program elements related to the school system and educational media centers in the academies is presented here. The data were derived from the six items of Section III of the Evaluative checklist and was recorded in Table III.

Item III-A: Location and Accessibility of Educational Media

Item III-A was concerned with the accessibility to teachers and students of educational media throughout the school system. The data for Item III-A of Table III indicate that 30 per cent of the academies fell in the below average range of the media program criteria, 43 per cent in the average range, and 27 per cent in the above average range.

The data indicate generally that the academies were average in their commitment to location and accessibility of educational media.

Item III-B: Dissemination of Media Information

Item III-B was concerned with disseminating educational media and programs to teachers and staff members in the school system. The data for Item III-B of Table III indicate that 13 per cent of the academies fell in the below average range of the media program criteria, 65 per cent in the average range, and 22 per cent in the above average range.

The data indicate that the academies were generally average in their commitment to dissemination of media information.

Item III-C: Availability of Educational Media

Item III-C was concerned with the supplies and distribution of media materials to teachers and students. The data for Item III-C of Table III indicate that 35 per cent of the academies were in the below average range of the media program criteria, 50 per cent in the average range, and 15 per cent in the above average range.

The data indicate that the academies were generally average in their commitment to availability of educational media.

Item III-D: Storage and Retrieval of Media

Item III-D was concerned with the proper storage and retrieval of the educational media when needed. The data for Item III-D of Table III indicate that 57 per cent of the academies were in the below average range of the media program criteria, 43 per cent in the average range, and none in the above average range.

The data indicate that generally the academies were below average in their commitment to storage and retrieval of media.

Item III-E: Maintenance of Media

Item III-E was concerned with the maintenance of all types of educational media. The data for Item III-E of Table III indicate 48 per cent of the academies fell in the below average range of the media program criteria, 41 per cent in the average range, and 11 per cent in the above average range.

The data indicate that the academies were generally below average in their commitment to maintenance of media.

Item III-F: Production of Media

Item III-F was concerned with the production of all types of media. The data for Item III-F of Table III indicate that 65 per cent of the academies fell in the below average range of the media program criteria, 28 per cent in the average range, and 7 per cent in the above average range.

The data indicate that the academies were generally below average in their commitment to production of media.

EVALUATION OF PHYSICAL FACILITIES FOR EDUCATIONAL MEDIA

An evaluation of two educational media program items related to the physical facilities in the classrooms of the academies are presented here. The data are indicated in Table IV.

Item IV-A: Physical Facilities in Existing Classrooms

Item IV-A was concerned with old and new classrooms and the facilities needed to use educational media. The data for the Item IV-A of Table IV indicate that 41 per cent of the academies fell in the below average range of the media program criteria, 44 per cent in the average range, and 15 per cent in the above average range.

The data indicate that generally the academies were average in their commitment to the physical facilities in the existing classrooms.

Item IV-B: Physical Facilities in New Classrooms

Item IV-B was concerned with design and physical facilities which make the use of a wide range of educational media possible. The data for Item IV-B of Table IV indicate that 41 per cent of the academies fell in the below

TABLE IV

PER CENT OF SCHOOLS WHICH WERE IN THE BELOW AVERAGE, AVERAGE, AND ABOVE AVERAGE RANGES OF MEDIA PROGRAM CRITERIA ON PROGRAM ITEMS INCLUDED WITHIN THE ASPECT OF PHYSICAL FACILITIES FOR EDUCATIONAL MEDIA

MEDIA PROGRAM ELEMENT	Per Cent of Schools in Each Range of Media Program Criteria		
	Below Average	Average	Above Average
IV-A Physical Facilities in Existing Classrooms	41	44	15
IV-B Physical Facilities in New Classrooms	41	30	29

Source: Evaluative Checklist, Section IV.

average range of the media program criteria, 30 per cent in the average range, and 29 per cent in the above average range.

The data indicate that the academies were generally below average in their commitment to the physical facilities in new classrooms.

EVALUATION OF BUDGET AND FINANCE OF EDUCATIONAL MEDIA PROGRAMS

An evaluation of three educational media program items related to the manner in which educational media funds are budgeted is presented here. The data are presented in Table V.

Item V-A: Reporting Financial Needs

Item V-A was concerned with the regularity of the reporting of financial needs of the educational media program to the school administration. The data for Item V-A of Table V indicate that 44 per cent of the academies fell in the below average range of the media program criteria, 54 per cent fell in the average range, and 2 per cent fell in the above average range.

The data indicate that generally the academies were average in their commitment to reporting financial needs.

Item V-B: Basis for Budget Allocations

Item V-B was concerned with policies and procedures which are used in the allocation of funds for the educational media program. The data for Item V-B of Table V indicate that 22 per cent of the academies fell in the below average range of media program criteria, 72 per cent fell in the average range, and 6 per cent fell in the above average range.

The data indicate that in general the academies were average in their commitment to the basic budget allocations.

TABLE V

PER CENT OF SCHOOLS WHICH WERE IN THE BELOW AVERAGE, AVERAGE, AND ABOVE AVERAGE
RANGES OF MEDIA PROGRAM CRITERIA ON PROGRAM ITEMS INCLUDED WITHIN
THE ASPECT OF BUDGET AND FINANCE OF THE MEDIA PROGRAM

MEDIA PROGRAM ELEMENT	Per Cent of Schools in Each Range of Media Program Criteria		
	Below Average	Average	Above Average
V-A Reporting Financial Needs	44	54	2
V-B Basis for Budget Allocations	22	72	6
V-C Development of Media Budget	46	39	15

Source: Evaluative Checklist, Section V.

Item V-C: Development of the Media Budget

Item V-C was concerned with the procedures used to arrive at a budget that meets the needs of the school. The data for Item V-C indicate 46 per cent of the academies were in the below average range of media program criteria, 39 per cent in the average range, and 15 per cent in the above average range.

The data indicate that generally the academies were below average in their commitment to the development of media budgets.

EVALUATION OF EDUCATIONAL MEDIA STAFF

An evaluation of two educational media program items relating to the qualifications and functions of the building educational media staff in the academies is presented here. The data are in Table VI.

Item VI-A: School System Educational Media Staff

Item VI-A was concerned with the present qualifications and functions of the educational media staff members for the entire school system. The data for Item VI-A of Table VI indicate that 79 per cent of the academies were in the below average range of media program criteria, 21 per cent in the average range, and none in the above average range.

The data indicate that the academies generally were below average in their commitment for the provision of a school system educational media staff.

Item VI-B: Building Educational Media Staff

Item VI-B was concerned with educational media staff of the different schools within a system. The data for Item VI-B of Table VI indicate that 57 per cent of the academies fell in the below average range of media program criteria, 41 per cent in the average range, and 2 per cent fell in the above average range.

TABLE VI

PER CENT OF SCHOOLS WHICH WERE IN THE BELOW AVERAGE, AVERAGE, AND ABOVE AVERAGE
RANGES OF MEDIA PROGRAM CRITERIA ON PROGRAM ITEMS INCLUDED WITHIN
THE ASPECT OF EDUCATIONAL MEDIA STAFF

MEDIA PROGRAM ELEMENT	Per Cent of Schools in Each Range of Media Program Criteria		
	Below Average	Average	Above Average
VI-A School System Media Staff	79	21	0
VI-B School Building Media Staff	57	41	2

Source: Evaluative Checklist, Section VI.

The data indicate that the academies generally were below average in their commitment to the building educational media staff.

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The purpose of this study was to evaluate the educational media programs of the Seventh-day Adventist academies in the United States. The evaluation of the educational media programs of the academies was accomplished during the 1966-67 school year. Fulton's Evaluative Checklist was used to obtain self-evaluations of the media programs in the academies. The instrument used to collect the data is included in Appendix P.

Six major aspects of educational media programs were evaluated. The major aspects were: (1) School System Educational Media Services, (2) Educational Media Services for Curriculum and Instruction, (3) The Educational Media Center, (4) Physical Facilities for Educational Media, (5) Budget and Finance of the Educational Media Program, and (6) Educational Media Staff.

The evaluation was based on the criteria developed by Fulton which appears in Appendix A. Evaluative Checklist responses were used to derive evaluative judgments on 22 media program items included within the six major aspects previously identified.

For purposes of analysis the academies were considered below average on a media program item, if more schools were rated in the below average range of the media program criteria than either the average or above average ranges of the evaluation. The academies were considered average on a media program item, if more schools were judged average on media program criteria than either below average or above average. The academies were considered above average on a media program item, if more academies were judged above average on the media program criteria than either below average or average.

The academies were generally below average on the following educational media program items:

- Commitment to the Media Program
- Commitment to Providing Educational Media Facilities
- Commitment to Financing the Educational Program
- Commitment to Staffing the Educational Media Program
- Consultative Services in Educational Media Utilization
- Inservice Education in Educational Media Utilization
- Storage and Retrieval of Media
- Maintenance of Media
- Production of Media
- Physical Facilities in New Classrooms
- Development of Media Budget
- School System Media Staff
- School Building Media Staff

The academies were generally average on the following media program items:

- Commitment to Educational Media as Integral Parts of Instruction
- Commitment to Staffing the Educational Media Program
- Faculty-Student Use of Educational Media
- Involvement of the Media Staff in Planning
- Dissemination of Media Information
- Availability of Educational Media
- Physical Facilities in existing Classrooms
- Reporting Financial Needs
- Basis for Budget Allocations

The academies were generally below average on 13 media program items and average on 9 items. They were not generally above average on any of the items.

Conclusions

The following conclusions were drawn after an evaluation of the educational media programs in the academies was made.

1. Educational media services directed toward the improvement of instruction through proper utilization of educational media were not generally provided in the academies.

2. Educational media centers containing a wide variety of educational media and services were not generally available in the academies.

3. The academies were not generally equipped to produce a wide variety of instructional materials.

4. New classrooms appeared to be better designed and better equipped than older classrooms.

5. Most academies did not appear to be providing adequate budgets for educational media programs.

6. Very limited provisions were made in the academies for educational media staff.

Recommendations

The findings of this study indicate that the following recommendations might significantly improve the educational media programs in the academies.

1. That educational media services be directed toward improvement of instruction through better utilization of educational media.

2. That educational media centers containing a wide variety of educational media and services be established.

3. That the academies give study to the purchase of more equipment to produce a wide variety of instructional materials.
4. That existing classrooms be improved for better educational media use.
5. That study be given to improve the budget for educational media services.
6. That inservice training be considered for the teachers and educational media staff.

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APPENDIX A

CRITERIA RELATING TO EDUCATIONAL MEDIA PROGRAMS

CRITERIA

RELATING TO

EDUCATIONAL MEDIA PROGRAMS

IN

SCHOOL SYSTEMS

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These criteria were developed as part of a study performed pursuant to a contract with the United States Office of Education, Department of Health, Education, and Welfare, under the provisions of Title VII, Public Law 85-864.

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CRITERIA
RELATING TO
AN EDUCATIONAL MEDIA PROGRAM

The criteria listed below were empirically derived from two primary sources. First, many of them were derived from the literature dealing with various aspects of educational media programs. This source consisted of more than 150 articles, books, and monographs. Second, others were derived from papers written by twelve outstanding educational media specialists currently engaged in directing programs in various parts of the country. Each was given a special assignment to write a description of what he considered to be a model media program. They represented both large and small public schools and large and small institutions of higher education.

Although the list is fairly comprehensive, it is not intended to be all inclusive. No claim is made for the validity of these criteria. Nevertheless, they should serve as useful guidelines for evaluating an educational media program by assisting in making subjective judgments about specific aspects of an on-going program.

I. SCHOOL SYSTEM EDUCATIONAL MEDIA SERVICES

A. Commitment to the Media Program

- A school system should have a program of media services administered through a school educational media center, and building centers if such are needed, which provide teachers with an adequate supply of appropriate instructional materials.
- The educational media center should be an independent service unit that operates at the same level as other major school system services.
- A school system's educational media program should provide media and services compatible with modern-day instructional technology.
- A school system's educational media program should be directed toward the improvement of instruction in a modern educational program.
- The educational media program should occupy an important position in a school system's organizational plan.
- A school system's educational media functions and services should be coordinated under a single supervisory unit, generally called an "Educational Media Center."
- A school system should have clearly defined policies, procedures, and plans for its educational media program, including immediate short-range, and long-range goals.
- A school system's administrative line and staff relationships should be such that teachers and media personnel have a sense of administrative support.

- School system lines of communications and responsibilities should be clearly established to define the relationship of the director of the educational media program to other staff members and to establish channels through which he should communicate in order to realize the objectives of the media program.
 - School administrators should utilize the consultative assistance of national, state, county or local media specialists in evaluating the media program and in planning future action.
 - Liaison should be maintained with state and national public institutions or agencies to make it possible for a school system to participate in cooperative projects that enrich or stimulate the local media program.
- B. Commitment to Educational Media as an Integral Part of Curriculum and Instruction
- The philosophy of an educational media program should be congruent with the philosophy and objectives of the school system in which it exists.
 - A school system should engage in a continuous evaluation of its educational media program as it relates to the instructional program.
 - A school system should provide sufficient leadership and technical assistance to insure that all faculty members have easy access to appropriate educational media for all learning situations.
 - Adequate channels for disseminating information about educational media and their potentialities should be maintained throughout a school system.
 - Teachers should be encouraged to experiment with educational media as a means of increasing instructional effectiveness.
 - The educational media program in a comprehensive school system should provide media and services for a wide variety of curricula in the various specialized departments, technical courses, and special education curriculums of the school.
 - Long-range school system goals should include the development and implementation of instructional systems involving automation approaches to the flow of information and ideas.
- C. Commitment to Adequate Educational Media Facilities
- New buildings constructed by a school system should provide for the full use of all presently owned educational media and for the installation and use of new media as such are developed and made available.
 - There should be a long-range system-wide plan which provides for the adaptation of old classrooms for effective use of educational media.
 - An educational media center should be provided with adequate physical facilities for optimum service to a school system.

- Housing should be provided for the educational media services in which offices and work areas meet the normal standards of the school system for activities of a similar nature.
- D. Commitment to Budgeting and Financing the Educational Media Program
- A school system's educational media program should be adequately financed through an independent budget.
 - The budget of an educational media program should reflect the educational media requirements of the entire school system.
 - The manner in which an educational media budget is administered should be determined by clear cut school system policies concerning allocations, income, and expenditures.
 - The budget of an educational media program should be based on both the school system's long-range goals and its immediate educational needs.
 - The budget of a school system's educational media program should be sufficient to support an adequate media program for optimum instructional improvement.
- E. Commitment to Educational Media Staff
- There should be a sufficient number of professional media staff members to administer the educational media program and to provide consultative services to a school system's entire faculty.
 - A school system should have a sufficient number of non-professional media staff members to relieve teachers and professional media staff of all routine clerical and technical tasks.
 - The director of a school system's educational media program should be directly responsible to the administrative officer in charge of instruction.
 - A school system's educational media program should be directed by a person with a good educational background who has special preparation as an educational media specialist.

II. EDUCATIONAL MEDIA SERVICES - CURRICULUM AND INSTRUCTION

- The services and materials provided through an educational media center should be integral parts of curriculum and instruction.
- The use of educational media should be encouraged when such use contributes to the improvement of instruction.
- Teachers should be kept informed on new developments in materials, equipment, and the technology of instruction.

- Educational media personnel should participate in curriculum planning and development, and in the implementation of curriculum improvement, particularly as it relates to the integration of educational media into the total instructional process.
- The professional media staff should cooperate with teachers, supervisors, and other curriculum workers in planning and developing the parts of the instructional program that make provisions for the use of educational media.
- The director of an educational media program should participate in policy making decisions relating to the use of educational media and with the help of well trained professional and technical assistants, provide consultative services to all instructional programs that make use of media.
- An educational media program should include a consultation function with professional media staff members competent to render advice to teachers, administrators, supervisors, and other curriculum workers in the selection, acquisition, preparation, production, utilization, and evaluation of educational media.
- Continuous inservice education in the use of educational media should be carried on as a means of improving instruction.
- Continuous inservice education should be carried on in such areas as the selection and use of materials, experimentation with the use of new instructional devices, materials and techniques, and the importance and value of educational media in instruction.
- If the inservice education activities for teachers, librarians and media personnel includes educational media workshops, institutes and conferences, the assistance of local, regional, and state educational media specialists should be utilized in planning and conducting these activities.
- Professional educational media personnel should be readily available for consultation on research projects in which educational media are used.
- The administrator in charge of an educational media program should work in close cooperation with a faculty committee and/or an educational media evaluation team, in periodic evaluations of the media program.

III. THE EDUCATIONAL MEDIA CENTER

- An educational media center should be organized around the concept of offering a wide variety of services and media to all instructional and administrative units of the school system, with leadership, consultative help, and other services provided by professional media specialists and other media center personnel.
- An instructional program should be supported by an adequate supply of educational media and a system of making them accessible to teachers and students.

- The quantity and variety of educational media provided for the instructional program should be based on demonstrated need, availability, and utilization patterns.
- An educational media center should provide such media as projected materials, recorded materials, graphic materials, self-instruction materials, and television kinescopes or video tapes.
- An educational media center should provide such media services as procurement, maintenance, and production of appropriate educational media to support the instructional program.
- Services provided by the school's educational media center for building instructional units should include consultative services, acquisition of materials, storage of materials, circulation (pick-up and delivery) of materials, maintenance and inspection of materials and equipment, and dissemination of information about educational media.
- In order to achieve a high level of utilization all educational media should be made highly accessible to each teacher, either by delivery from the school educational media center to the point of use, or by the establishment of building centers where frequently used media are placed on long-term loan.
- If a school system is large and complex, the school media center should be supplemented by building media centers. The services provided by the school media center should be comprehensive and its services should include all those which the building centers are not equipped to provide. Duplication of effort should be held to a minimum.
- All frequently used educational media should be automatically placed in building media centers on a long-term loan when the need is established.
- Frequently used low cost media such as filmstrips, slides, and certain recorded materials should be permanently located in buildings, departments, and in some cases in classrooms where they are used.
- Educational media available only from the school media center should be delivered to the school buildings where used at regularly scheduled intervals.
- The central classification and cataloging system should permit rapid location of media needed for specific teaching-learning situations.
- An educational media center should have facilities for producing such original materials as photographs, slides, filmstrips, overhead projection materials, drawings, illustrations, cartoons, charts, maps, graphs, display and exhibits, set and costume design, lettering, animation, models, and motion pictures.
- A production unit should have a minimum staff consisting of a director, secretary, photographer, and artist.

- There should be a central photographic production service available to all building instructional units which produces all kinds of still photographic materials.
- Unique materials needed for specific teaching and learning situations should be produced in the school educational media center. Such media include magnetic tapes, graphics of all kinds, mountings and display boards, photo copies, overhead transparencies, films, filmstrips, slides, study prints, laminations, specialized photographic materials such as time-lapse sequences and micro-photography, and special visual materials for use by administrative officials.
- Graphic materials production facilities and services should be available in one location with sub-facilities available in buildings where needed for the production of graphs, charts, animations, art work, transparency originals, silk-screen plates, teaching models, and scientific exhibits.
- If a school has need for complete recording and professional type high-speed re-recording, such facilities and equipment should be made available and provisions made for duplicating tapes for radio broadcasts and for learning centers and language laboratories.
- If a school has need for complete motion picture production services, there should be facilities for the production of black and white or color 16mm motion picture films with optical sound, and/or 8mm black and white or color films with magnetic sound, and a motion picture laboratory should be provided for processing and printing black and white and color film.
- There should be centralized services for maintaining all educational media owned by the school system.
- Educational media should be cleaned and inspected after each use and in no case should media go for more than a year without cleaning and inspection for evidence of damage or need for replacement.
- There should be a definite plan for replacement of worn out or obsolete equipment.
- Equipment selection and procurement should be based on recommendations of teachers, consultants, and maintenance personnel.
- All educational media should be examined and/or previewed before being purchased by the school.
- The quantity and types of educational media necessary for effective support of an instructional program should be determined by the level of utilization of the school's faculty.
- There should be a definite plan for evaluating and selecting new materials and equipment and for evaluating the effectiveness of presently owned items.
- There should be definite plans for involving teachers in continuous evaluations of the effectiveness of presently owned media.

- A school educational media center should maintain an up-to-date collection of catalogs, indexes, and other references for use in the selection and procurement of materials and equipment. This collection should include the Media Index, if this publication is not otherwise available to school media personnel.
- Each building educational media center should maintain an up-to-date file of community resources available to teachers in the building, and the school media center should maintain a master file of all community resources available to all teachers in the school system.

IV. PHYSICAL FACILITIES FOR EDUCATIONAL MEDIA

- Housing facilities for the school's educational media center should be sufficient in size and arrangement to facilitate the efficiency and effectiveness of media services to all instructional functions. The facilities should provide for such specialized activities as storage, handling, maintenance, and circulation control of media, and for office space needed for media center personnel.
- Housing facilities for building educational media centers should be adequate in size and arrangement to make it possible for services needed from the building centers to be effectively provided. The facilities should provide for the storage of all media on long-term loan to the buildings, and for specialized activities such as handling, circulation, and production of media.
- Professional educational media personnel should be provided office space with sufficient privacy for consultations and conferences.
- The materials production services should be provided with space for the following work activities: (1) office, (2) conference room, (3) photographic studio, (4) at least one darkroom, and (5) a graphics studio.
- Adequate housing should be provided for such production activities as graphic production, sound recordings, still photography, motion picture photography, television, and radio.
- A school should have facilities for the production of graphic materials which include a studio, drawing tables, graphic and art equipment and supplies, a silk-screen production area, mechanical printing devices, and office space as required.
- A school that has a need for still photographic production and processing facilities should have darkrooms, printing and finishing room, storage space, copy room, and microfilm copy room.
- A school that has a need for its own film production facilities should have production stages with ceilings at least 16 feet high with lights, a shop for the production and storage of sets, sound recording rooms, an animation room, preview and conference rooms, and office space as required.

- A school that has a need for its own motion picture film processing facilities should have a processing laboratory, a printing room, a processing control room, a negative storage room with humidity control, and office space as required.
- An educational media center should have preview rooms where educational media can be examined and evaluated.
- An educational media specialist should be consulted about specifications relating to media when plans are made for the construction of new buildings and the remodeling of old ones.
- In order to avoid having to move classes to special rooms to make use of educational media, each classroom in all school buildings should be equipped with essential facilities for effective use of appropriate educational media, including telecasts, projected materials, recordings, and self-instruction devices.
- Every classroom should be equipped with full light control, electrical outlets, forced ventilation, and educational media storage space.
- Classrooms should be equipped with permanently installed bulletin boards, chalk boards, projection screens, map rails, and storage facilities needed for the particular type of instruction conducted in each room.

V. BUDGET AND FINANCE OF THE EDUCATIONAL MEDIA PROGRAM

- An educational media program should operate from a central budget which is prepared and defended by representatives of the educational media services.
- An educational media program should be financed entirely from regularly appropriated school funds.
- A school system should have clear-cut policies concerning allocation, income, and charges against the educational media budget.
- The budget of an educational media program should be based on both the school's long-range goals and immediate educational media needs.
- Long-range budget planning should provide for improvements to be made gradually until the full media program goals are realized.
- Long-range financial plans should include provisions for the expansion of media services as required by the improvement of quality and scope of the instructional program.
- The budget of an educational media program should provide for increased scope of services, expansion of services to meet increased enrollments, and the needs created by the addition of new structures.
- There should be a definite plan for gaining administrative and community support for the media program. The plan should include evaluation of the program, determination of media needs, long and short range planning, and presenting facts about media needs to administrators and governing boards.

- All costs relating to procurement or production of materials, purchase of equipment, and employment of staff for use in the school's educational program should be completely subsidized through a centralized budget.
- Teachers should be able to use educational media from the media center with no more restrictions than those imposed on the use of the book library or similar school services.
- The selection of all materials and equipment for purchase by the educational media center should be based on pre-determined specifications formulated by the media staff.
- Provision should be made in the educational media budget for the systematic replacement of obsolete or worn-out media.

VI. EDUCATIONAL MEDIA STAFF

- Educational media personnel should work within the framework of job descriptions and policies relating to school media activities and these should be clear to the media administrator, his superior officer, and the entire media staff.
- The school's educational media center and building media centers should be staffed with professional, clerical, and technical personnel appropriately trained for the level of performance they are expected to render.
- Professional educational media personnel should possess a high degree of sensitivity to the potential of educational media for improving instruction and an awareness of new developments, new techniques, new equipment and new materials.
- The director of the educational media program should be well grounded in general education, and should have had practical experience in teaching. He should possess a doctors degree or its equivalent, and should have had special training in such areas as the theory of education communication, curriculum and instructional methods, production of such materials as graphics and photography, programed learning, research methods, administration, and supervision.
- The functions of the director of the educational media program should include: reporting the needs of the media program to the school administration, determining budget and financial needs, and providing consultative services to teachers, administrators, supervisors, and other staff members.
- The functions of the director of the educational media program should include the administration of the educational media center. In large school systems the coordination of the various functions of the educational media center should be delegated to an assistant director who approaches the broad educational requirements listed above for educational media directors.

- Specialists in the various media areas should be delegated supervisory responsibilities for the specialized functions of the educational media center. Such supervisors should report to the director or the assistant director, and should include specialists in television production, radio production, programed learning, media evaluation, selection and procurement, film librarians, and consultants skilled in assisting teachers in the instructional application of educational media.
- Professional educational media staff members should have advanced degrees with specialization in the media area in which they work.
- Professional educational media staff members should be active in professional organizations, particularly those representing the area of their specialization.
- The educational media program in each building should be implemented and coordinated by an educational media specialist specifically prepared for this activity.
- Large buildings should be provided with the full-time services of a professional educational media coordinator.
- Small buildings should share the services of a professional educational media coordinator. Each coordinator should be assigned to few enough buildings to allow him to effectively implement and coordinate the media program in each building.
- The educational media coordinator should be well grounded in general education, and should have had successful experience as a classroom teacher. He should possess a masters degree, or its equivalent, and should have had training in such areas as theory of educational communications, curriculum and instructional methods, production of such media as graphics, photographic materials, and recorded materials, programed learning, administration, and supervision.
- Coordinators assigned to buildings where educational television is used should have an understanding of educational television production, and should be well grounded in techniques of television utilization in classroom instruction.
- The functions of the educational media coordinator should include: reporting the media needs of the building to the school media director, assisting teachers in the selection and procurement of materials, supervising all functions of the building media center, and providing consultative services to teachers, principals, supervisors, and other staff members assigned to the building.
- The non-professional educational media staff should consist of adequate numbers of clerical personnel, maintenance technicians, television technicians, distribution clerks, and production technicians.

- An educational media specialist should be able to delineate subject matter into teachable concepts, lead the faculty in cooperatively planning the curriculum, and organize a media center so that equipment and materials can be coordinated into the teaching program with dispatch. He should possess administrative ability to a high order, know and be skilled in the use of evaluation techniques, and be able to operate as a research specialist.
- An educational media specialist should have skill in the care and operation of all media devices so that he can ably train and supervise operators and maintenance personnel.
- An educational media specialist should be able to evaluate emerging innovations for possible introduction into instructional programs and should be able to interpret and promote those innovations that can make significant contributions to teaching and learning.
- In order to wisely select and supervise appropriate personnel, an educational media specialist should have a thorough understanding of such technical fields as television and radio production, photography, curriculum materials production.
- An educational media specialist should demonstrate a desire to improve his professional competence by attending local, state, and national educational media conferences, conventions, and workshops.

APPENDIX B
EVALUATIVE CHECKLIST

EVALUATIVE CHECKLIST

AN INSTRUMENT FOR SELF-EVALUATING

AN

EDUCATIONAL MEDIA PROGRAM

IN

SCHOOL SYSTEMS

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This instrument is a part of a study performed pursuant to a contract with the United States Office of Education, Department of Health, Education and Welfare, under the provisions of Title VII, Public Law 85-864. Printed and distributed by the Department of Audiovisual Instruction of the NEA without use of government funds as a service to the teaching profession.

INTRODUCTION

This Evaluative Checklist is based on the assumption that there are fundamental elements of an educational media program which will facilitate the improvement of instruction. The elements around which this Checklist was developed were assumed to be common to most educational media programs. These include: 1) administrators and teachers are committed to the proper use of educational media for instructional purposes, 2) educational media are an integral part of curriculum and instruction, 3) an educational media center is accessible to the faculty, 4) the physical facilities are conducive to proper use of educational media, 5) the media program is adequately financed, and 6) the staff is adequate and qualified to provide for the educational needs of all faculty members.

The status of an educational media program is not likely to be known without periodic evaluation. The use of this Checklist should greatly facilitate such an evaluation by providing useful guidelines for making judgments on program elements.

The term "educational media" as used in this instrument means all equipment and materials traditionally called "audio-visual materials" and all of the newer media such as television, overhead projectuals, and programed materials. Likewise, the terms "media" and "educational media" are used interchangeably to mean both instructional equipment and instructional materials.

Before completing the Checklist, the evaluator may want to become familiar with the inventory of educational media and pertinent physical facilities of the program being evaluated. He may also want to study the criteria relating to the elements covered in the Checklist.

EVALUATIVE CHECKLIST

DIRECTIONS:

Mark one of the spaces at the left of the statement that most nearly represents the situation in your school system. If a statement accurately describes your school, mark the middle space to the left of that statement. If you feel that the situation at your school is below what is described, mark the lower numbered space; if above, mark the higher numbered space. In any case mark only one space.

EXAMPLE:

- ☐ 1 ☐ 2 ☐ 3 There is no full-time director of the media program.
- ☐ 4 ☐ 5 ☐ 6 There is a full-time director in charge of the media program.
- ☐ 7 ☐ 8 ☐ 9 There are a full-time director and a sufficient number of clerical and technical personnel.

I. SCHOOL SYSTEM EDUCATIONAL MEDIA SERVICES

CRITERIA

- A school system should have a program of educational media services administered through a school media center, and building centers if such are needed, which provides teachers with an adequate supply of appropriate instructional materials.
- The educational media center should be a separate service unit that operates at the same level as other major school services.
- A school system should have clearly defined policies, procedures, and plans for its educational media program, including short-range, and long-range goals.
- There should be a sufficient number of professional media staff members to administer the educational media program and to provide consultative services to teachers throughout the school system.

A. Commitment to the Media Program

- ☐ 1 ☐ 2 ☐ 3 The school's educational media program consists of services from a media center managed by clerical and technical staff members. The services are not well coordinated and no one person has been given administrative responsibility for system-wide media activities.
- ☐ 4 ☐ 5 ☐ 6 The school's educational media program consists of a media center with clerical and technical staff. The program is directed by a staff person who has some educational media training but not enough to qualify him as an educational media specialist. He reports to the administrative officer in charge of instruction.
- ☐ 7 ☐ 8 ☐ 9 The school has an educational media program including an educational media center and necessary building media centers directed by an educational media specialist who reports directly to the administrative officer in charge of instruction. He is provided with facilities, finances, and staff essential in meeting the media needs of the instructional program.

B. Commitment to Educational Media as an Integral Part of Instruction

1 2 3 The school provides some educational media and services for teachers who request them, but teachers are not particularly encouraged to use the services.

4 5 6 A variety of educational media and services are generally available and some attempts are made to acquaint teachers with the services, and to encourage their use.

7 8 9 The school provides the quantity and variety of educational media and services needed by all buildings and encourages teachers to use media as integral parts of instruction.

C. Commitment to Providing Educational Media Facilities

1 2 3 Although some new and remodeled facilities provide for the use of some types of educational media, the school gives little attention to media utilization at the time buildings are planned.

4 5 6 The school provides most new and remodeled buildings with light control and other facilities necessary for the use of some types of educational media.

7 8 9 All new buildings are equipped for the greatest possible use of educational media and are designed to permit adaptation for new developments in media. Old buildings are being modified as fast as possible to provide for effective use of media.

D. Commitment to Financing the Educational Media Program

1 2 3 Finances for the educational media program are inadequate to provide the services that teachers need and are prepared to use. There are no written policies relative to allocations, income sources and charges against the budget.

4 5 6 Finances for the educational media program are sufficient to maintain the status quo, but the current media services are not sufficient to meet the instructional needs. Long-range curriculum plans do not include provisions for financing needed educational media services.

7 8 9 The educational media program is financed entirely from regularly appropriated school funds. The budget reflects to some degree long-range educational media plans and includes provisions for special media for unusual curriculum problems. The budget is prepared, presented, and defended by the director of the media services in the same manner as that of any other budget unit.

E. Commitment to Staffing the Educational Media Program

1 2 3 The responsibility for educational media services is assigned to various staff members whose primary commitments are in other school jobs.

[4] [5] [6] The responsibility for educational media services is delegated to a person who has had some training in educational media. He is provided with some clerical and technical assistance.

[7] [8] [9] Leadership and consultative services are provided by an educational media specialist and a qualified professional staff. An adequate clerical and technical staff is also provided.

II. EDUCATIONAL MEDIA SERVICES - CURRICULUM AND INSTRUCTION

CRITERIA

Ⓐ A school system should engage in a continuous evaluation of its educational media program as it relates to the instructional program.

Ⓑ Continuous inservice education in the use of educational media should be carried on as a means of improving instruction.

Ⓒ The faculty and the professional media staff should cooperate in planning and developing the parts of the instructional program that make provisions for the use of educational media.

Ⓓ Professional educational media personnel should be readily available for consultation on all instructional problems where media are concerned.

A. Consultative Services in Educational Media Utilization

[1] [2] [3] Educational media personnel render consultative assistance in the instructional application of educational media when they are asked to do so and are free from other duties.

[4] [5] [6] Educational media personnel are usually available and are called on for consultative assistance in the use of educational media.

[7] [8] [9] Educational media professional personnel work, as a part of their regular assignments, with teachers in analyzing teaching needs and in designing, selecting, and using educational media to meet these needs.

B. Inservice Education in Educational Media Utilization

[1] [2] [3] Inservice education is left entirely to building instructional units and is limited to their own capabilities and such other resources as they can find.

[4] [5] [6] Professional educational media staff members are available on request to assist teachers and supervisors in inservice education activities relative to the use of educational media.

[7] [8] [9] Professional educational media staff members are involved in planning and conducting continuous inservice education activities concerned with the selection, development, production, and use of all types of educational media.

C. Faculty-Student Use of Educational Media

☐ 1 ☐ 2 ☐ 3 Only a few teachers make any use of educational media in their classrooms. Students rarely use media in class presentations.

☐ 4 ☐ 5 ☐ 6 Quite a few teachers make occasional use of educational media in their classrooms. Students occasionally use media in class presentations.

☐ 7 ☐ 8 ☐ 9 Most teachers use appropriate educational media in their classrooms. Students use appropriate media for individual and group study, as well as for class presentations.

D. Involvement of the Media Staff in Planning

☐ 1 ☐ 2 ☐ 3 The professional educational media staff is seldom involved with teachers in planning for the use of educational media.

☐ 4 ☐ 5 ☐ 6 The professional educational media staff is occasionally involved with teachers and supervisors in planning and producing materials for use in the instructional program.

☐ 7 ☐ 8 ☐ 9 The educational media specialist and his professional staff are usually involved with teachers, supervisors and other curriculum workers in planning for the use of and in experimenting with educational media in the instructional program. He is also regularly involved in decision making activities relating to the integration of educational media with the curriculum and instruction.

III. THE EDUCATIONAL MEDIA CENTER

CRITERIA

°Educational media centers should be organized around the concept of offering a wide variety of services and media to all instructional and administrative units of a school system, with leadership, consultative help, and other services provided by professional media specialists and other media center personnel.

°The instructional program should be supported by an adequate supply of educational media and a system of making them accessible to the faculty and students.

°The educational media center should provide such media services as procurement, maintenance, and production of appropriate educational media to support the instructional program.

A. Location and Accessibility of Educational Media

☐ 1 ☐ 2 ☐ 3 The location of the school's educational media center is such that media are not accessible to most teachers. The school's educational media center is not supplemented by building centers where media are placed on long-term loan.

[4] [5] [6] The location of the school's educational media center is such that media are not very accessible to teachers. The school's educational media center is supplemented by a few building centers that provide some media and services not available from the school media center, but merely duplicate others.

[7] [8] [9] The location of the school's educational media center and the presence of necessary building centers make media highly accessible to all instructional units. Both the school's and the buildings' educational media centers are adequately equipped to support a quality instructional program.

B. Dissemination of Media Information

[1] [2] [3] Information concerning educational media is seldom disseminated to prospective users, but there are no definite plans or channels for such dissemination.

[4] [5] [6] Information concerning educational media is disseminated to teachers and staff members on an occasional basis or when requested.

[7] [8] [9] Information concerning all educational media and programs is frequently disseminated to teachers and staff members as a matter of policy.

C. Availability of Educational Media

[1] [2] [3] The quantity of educational media is so limited that significant delays occur between requests for materials and their availability. Reservations must be made on a "first come, first served" basis, and the media must be picked up by the user.

[4] [5] [6] The quantity of educational media and the distribution system makes it possible for media to be delivered to teachers on relatively short notice.

[7] [8] [9] There is a sufficient quantity of educational media and an adequate distribution system to insure the delivery of all media to teachers on any day during the week in which they are requested.

D. Storage and Retrieval of Media

[1] [2] [3] Media storage facilities are available but are inadequate for some types of educational media, and personnel have difficulty in locating and retrieving specific items.

[4] [5] [6] The school's educational media center and all building centers have enough storage shelves and drawers for currently owned instructional materials. The retrieval system is adequate most of the time.

[7] [8] [9] Adequate storage space, including space for future expansion, is provided in the school's educational media center and in all building centers, with proper humidity control where needed. The school's educational media center has a master retrieval system for immediate location of all media.

E. Maintenance of Media

1 2 3 Educational media are cleaned and repaired when complaints regarding their operable condition are made by users.

4 5 6 Educational media are cleaned and repaired whenever the maintenance Staff has time to do so.

7 8 9 All educational media are inspected after each usage and are cleaned and repaired on a regular basis or when inspection indicates the need.

F. Production of Media

1 2 3 Limited production facilities are available for teachers to produce their own materials.

4 5 6 Educational media personnel, as well as teachers, produce some educational materials, but the media staff is limited to the extent that all demands for production cannot be met.

7 8 9 Educational media personnel, as well as teachers, produce a variety of educational media not otherwise available, and meet most production demands for such media as films, filmstrips, slides, graphics, and recordings.

IV. PHYSICAL FACILITIES FOR EDUCATIONAL MEDIA

CRITERIA

- Each classroom should be designed for and provided with essential facilities for effective use of appropriate educational media of all kinds.
- Each classroom should be equipped with full light control, electrical outlets, forced ventilation, and educational media storage space.
- Classrooms should be equipped with permanently installed bulletin boards, chalkboards, projection screens, map rails, and storage facilities needed for the particular type of instruction conducted in each classroom.

A. Physical Facilities in Existing Classrooms

1 2 3 A few classrooms have been modified for use of educational media. However, no systematic plans have been made to adapt all classrooms for the use of educational media, except that some departments have made such plans for their own classrooms.

4 5 6 Some classrooms have been modified and equipped with such physical facilities as light control and electrical outlets and others are partially equipped. A plan for systematically equipping all classrooms is in operation.

7 8 9 All classrooms have been modified and equipped for optimum use of all types of educational media.

B. Physical Facilities in New Classrooms

☐1 ☐2 ☐3 Some new classrooms are provided with physical facilities such as light control and electrical outlets, but only in special cases are provisions made for the use of a wide variety of media.

☐4 ☐5 ☐6 Most new classrooms are provided with physical facilities that make possible optimum use of educational media.

☐7 ☐8 ☐9 All new classrooms are designed for and equipped with physical facilities that make possible optimum use of all types of educational media by faculty and students.

V. BUDGET AND FINANCE OF THE EDUCATIONAL MEDIA PROGRAM

CRITERION

Financing the educational media program should be based on both the school system's long-range goals and immediate educational needs. The budget should reflect a recognition of long-range goals, and be sufficient to support an adequate media program for optimum instructional improvement.

A. Reporting Financial Needs

☐1 ☐2 ☐3 The financial needs of the educational media program are reported to the administrative officer in charge of instruction only when immediate expenditures are urgently needed.

☐4 ☐5 ☐6 The financial needs of the educational media program are regularly reported to the administrative officer in charge of instruction.

☐7 ☐8 ☐9 Regular reports reflecting the status and needs of the educational media program, including facts about inventory, facilities, level of utilization, and effectiveness of the media program, are made to the administrative officer in charge of instruction.

B. Basis for Budget Allocations

☐1 ☐2 ☐3 The educational media budget is based on an arbitrary allotment of funds irrespective of need.

☐4 ☐5 ☐6 The educational media budget is based almost entirely on immediate needs, though some consideration is given to long-range goals.

☐7 ☐8 ☐9 The educational media budget is based on both the immediate needs and the long-range goals of the school and reflect clear-cut policies concerning allocations, income sources, and budget practices.

C. Development of Media Budget

☐1 ☐2 ☐3 Each building instructional unit develops its own educational media budget without consulting an educational media specialist.

4 5 6 The budget of the educational media program reflects the media needs of most building instructional units. However, some buildings have their own media budget which has no relationship to the educational media program.

7 8 9 The budget of the educational media program reflects the media needs of the entire school system and is developed by the professional media staff in consultation with financial officers, principals and other school administrators.

VI. EDUCATIONAL MEDIA STAFF

CRITERION

The educational media program should be directed by a well qualified full-time media specialist who is provided with sufficient professional, clerical, and technical staff to provide adequate media services to the entire school system.

A. School System Media Staff

1 2 3 A staff person has been assigned to look after the media program. He performs more as a clerk and a technician than as a professional media person.

4 5 6 A professional media person with some special training is in charge of the educational media program and has some professional, clerical, and technical assistance. He and his assistants are primarily oriented toward the mechanical and technical aspects of the program.

7 8 9 The educational media program is directed by a well qualified media specialist who is provided with sufficient professional, clerical, and technical staff to provide adequate media services from the school media center. Professional media staff members are oriented toward curriculum and instruction.

B. Building Media Staff

1 2 3 Some buildings have a teacher, a clerk, or someone else assigned to help obtain materials and care for equipment, but no released time is granted from other jobs to coordinate media activities in the building.

4 5 6 Most buildings have a teacher, or a member of the professional staff assigned to coordinate media activities, but he has not been given sufficient released time from other school tasks, or enough clerical and technical assistance to permit him to render media services needed in the instructional program.

7 8 9 A full-time professional educational media coordinator serves each building. Buildings that do not have sufficient teachers and media utilization to warrant a full-time coordinator share his services. He is provided sufficient clerical and technical assistance to supply all media services needed in the building. He reports to the school's educational media director and works closely with the media staff, supervisors, and other curriculum workers.

PROFILE SHEET

To develop a Profile image of your program, transfer your mark from each item of the Evaluative Checklist to this sheet. Connect the marked squares by straight lines. Then turn the sheet to a horizontal position. This will pictorially demonstrate the "peaks" and "valleys" of attainment for your program.

WEAK $\longrightarrow$ STRONG

Section I

Item A	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6	☐ 7	☐ 8	☐ 9
B	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6	☐ 7	☐ 8	☐ 9
C	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6	☐ 7	☐ 8	☐ 9
D	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6	☐ 7	☐ 8	☐ 9
E	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6	☐ 7	☐ 8	☐ 9

Section II

Item A	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6	☐ 7	☐ 8	☐ 9
B	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6	☐ 7	☐ 8	☐ 9
C	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6	☐ 7	☐ 8	☐ 9
D	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6	☐ 7	☐ 8	☐ 9

Section III

Item A	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6	☐ 7	☐ 8	☐ 9
B	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6	☐ 7	☐ 8	☐ 9
C	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6	☐ 7	☐ 8	☐ 9
D	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6	☐ 7	☐ 8	☐ 9
E	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6	☐ 7	☐ 8	☐ 9
F	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6	☐ 7	☐ 8	☐ 9

Section IV

Item A	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6	☐ 7	☐ 8	☐ 9
B	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6	☐ 7	☐ 8	☐ 9

Section V

Item A	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6	☐ 7	☐ 8	☐ 9
B	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6	☐ 7	☐ 8	☐ 9
C	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6	☐ 7	☐ 8	☐ 9

Section VI

Item A	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6	☐ 7	☐ 8	☐ 9
B	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6	☐ 7	☐ 8	☐ 9

AN EVALUATION OF THE EDUCATIONAL MEDIA PROGRAMS
IN SEVENTH-DAY ADVENTIST ACADEMIES

by

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B. A., University of Tulsa, 1958

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AN EVALUATION OF THE EDUCATIONAL MEDIA PROGRAMS
IN SEVENTH-DAY ADVENTIST ACADEMIES

The academies of the Seventh-day Adventist Church in the United States are feeling the results of many changes in our school society. Among the most noticeable are the new developments in technology, especially in the area of educational communications media.

Since public education has the benefit of federal aid, private schools will have difficulty keeping pace with public schools. If they are going to keep pace the academies' system must begin by evaluating their present programs to determine their needs. This study was made to evaluate the educational media programs of the Seventh-day Adventist academies so they may know their present status.

The data used to accomplish the study were the self-evaluations of the educational media programs in the 77 academies. The self-evaluations of the programs consisted of administrators' judgments about their own local academies' educational media programs. These judgments were expressed in their responses to a self-evaluative instrument. The instrument used was developed by Dr. W. R. Fulton at the University of Oklahoma under a research contract with the United States Office of Education.

The school administrators judged the strength of their media programs on a total of 22 program items covering six major aspects of the program. The major aspects covered were:

1. The extent to which the school administration and faculty were committed to the provision of a functional educational media program.
2. The provision of educational media services related directly to the use of educational media in instruction.

3. the provision and functions of educational media centers.
4. The presence of physical facilities which make possible the use of a wide variety of educational media in instruction.
5. The extent and manner in which finances are provided for the operation of the educational media program.
6. The extent to which a qualified educational media staff is provided for the educational media program.

✓ Several conclusions were drawn from the data analyzed in the study. The general conclusions which seem to be important to the academies are:

1. Educational media services directed toward the improvement of instruction through proper utilization of educational media were not generally provided in the academies.
2. Educational media centers containing a wide variety of educational media and services were not generally available in the academies.
3. The academies were not generally equipped to produce a wide variety of instructional materials.
4. New classrooms appeared to be better designed and better equipped than older classrooms.
5. The academies did not appear to be providing adequate budgets for educational media programs.
- ✓ 6. Very limited were provisions for educational media staff.

The findings of this study indicate that the following recommendations might significantly improve the educational media programs in the academies.

1. That educational media services be directed toward improvement of instruction through better utilization of educational media.
2. That educational media centers containing a wide variety of educational media and services be established.

4. That existing classrooms be improved for better educational media use.

5. That study be given to improve the budget for educational media and services.

6. That inservice training be considered for the teachers and educational media staff.

7. That regular evaluations be conducted and reported to the Department of Education of the General Conference of Seventh-day Adventists.